Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Beyond My Looks	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Lesson 1 – Beyond My Looks							
Page(s)	14–15							

1. Learning Objectives: By the end of this lesson, students will be able to ..

- identify the main idea of the reading text.
- use new vocabulary related to personal identity correctly.
- express their opinions about identity and self-respect.
- talk about their strengths, values and personality confidently.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Discussion – Questioning – Cooperative Learning

3. Resources and material needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous knowledge about describing people.
- Ask:
  - What makes you special?
  - Is appearance the most important thing? Why?
- Introduce the lesson title "Beyond My Looks".

B) Presentation

1. New vocabulary: [target words with examples]

	Word	Meaning	Example
1	identity	هوية	My identity is important.
2	background	الخلفية	My family background influences me.
3	values	القيم	Hard work is one of my values.
4	character	الشخصية	Honesty shows good character.
5	beliefs	المعتقدات	We all have different beliefs.
6	strength	نقطة قوة	Listening is one of my strengths.
7	self-discovery	اكتشاف الذات	Self-discovery helps us grow.
8	confidence	الثقة بالنفس	Confidence helps us succeed.
9	self-respect	احترام الذات	Self-respect is very important.
-	stressed	متوتر	Exams make me feel stressed.

2. New structure: [target structure in examples]

- I believe listening is one of my strengths.
- Being real is more important than being popular.
- My values shape my character.
- I respect myself and others.

C) Practice

1. Controlled practice: [What the teacher and the students do] refer to exercises and skills targeted]

- Teacher:
  Reads the passage with students – Explains difficult vocabulary – Asks comprehension questions – Solves vocabulary exercises from the Student's Book.
- Students:
  Read the text – Answer comprehension questions – Match vocabulary with meanings – Complete the vocabulary exercises.

2. Free practice: [What the teacher and the students do] refer to exercises in SB and other activities]

- Students work in pairs and discuss:
  - What are your strengths?
  - What are your values?
  - How can you build your confidence?
- Each student introduces himself/herself using the new vocabulary.

D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- What is identity?
- Mention two personal values.
- Give a sentence using confidance.
- Why is self-respect important?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the passage again.
- Write 5 sentences about your personal identity using the new vocabulary.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Self-Discovery	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Lesson 2 – Self-Discovery							
Page(s)	16–19							

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for specific information.
- identify the meaning of new vocabulary.
- use the Present Perfect (Active & Passive) correctly.
- express opinions about personality and self-discovery.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Discussion – Cooperative Learning – Questioning

3. Resources and material needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
  - What is self-discovery?
  - How can experiences shape our personality?
- Introduce the lesson "Self-Discovery".

B) Presentation

1. New vocabulary

	Word	Meaning	Example
1	support	الدعم	My family always supports me.
2	growth	النمو	Reading helps personal growth.
3	individuality	الفردية	Everyone has their own individuality.
4	confidence	الثقة بالنفس	Confidence helps us succeed.
5	personality	الشخصية	She has a strong personality.
6	self-respect	احترام الذات	I respect myself and others.
7	honesty	الصدق	Honesty is an important value.
8	challenge	التحدي	Life is full of challenges.
9	active	المبني للمعلوم	The active voice is used in this sentence.
10	passive	المبني للمجهول	The passive voice is used in this sentence.

2. New structure

Present Perfect (Active & Passive)

Examples:

- I **have finished** my homework.
- She **has visited** Luxor.
- The homework **has been done.**
- The lesson **has been explained.**
- The museum **has been visited** by many tourists.

C) Practice

1. Controlled practice: [What the teacher and the students do] refer to exercises and skills targeted]

- **Teacher:**
  - Plays the listening audio.
  - Explains the new vocabulary.
  - Explains the Present Perfect (Active & Passive).
  - Solves the grammar exercises with students.
- **Students:**
  - Listen carefully.
  - Answer listening questions.
  - Complete vocabulary exercises.
  - Solve grammar exercises from the Student's Book.

2. Free practice: [What the teacher and the students do] refer to exercises in SB and other activities]

- Students work in pairs.
- Each student asks and answers:
  - What are your best personality traits?
  - Have you ever helped someone?
  - What experiences have changed your personality?
- Students then make new sentences using the Present Perfect.

D) Feedback and Consolidation

[Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- Give one sentence in the Present Perfect.
- Change one active sentence into passive.
- Mention two new vocabulary words.
- What does self-discovery mean?

Summarize the lesson and correct common mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Study the Present Perfect (Active & Passive).
- Write five sentences using the Present Perfect.
- Read pages 16–19.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Story Time	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Lesson 3 – Story Time							
Page(s)	20–21							

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story.
- identify the main idea and supporting details.
- use new vocabulary in meaningful sentences.
- express opinions about teamwork and solving problems.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Storytelling – Cooperative Learning – Discussion

3. Resources and material needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson.
- Ask:
  - What do you usually see in your school playground?
  - How can students improve their school?
- Introduce the story "Story Time".

B) Presentation

1. New vocabulary

	Word	Meaning	Example
1	playground	ساحة المدرسة	Our playground is clean.
2	curious	فضولي	Zeina is curious about everything.
3	concrete	خرسانة	They sat on a bench made of concrete.
4	trash	قمامة	We should throw trash in the bin.
5	garden	حديقة	They planted a beautiful garden.
6	honesty	الصدق	Honesty is an important value.
7	challenge	تحدٍ	The project was a big challenge.
8	project	مشروع	The students had a great project.
9	teamwork	العمل الجماعي	Teamwork helps us succeed.
10	solution	حل	They found a good solution.

2. New structure

Expressing Suggestions and Ideas

Examples:

- We **could** plant a garden.
- Let's work together.
- We **should** keep our school clean.
- It **would** be a good idea to help each other.

C) Practice

1. Controlled practice: [What the teacher and the students do] refer to exercises and skills targeted]

- **Teacher:**
  - Reads the story aloud.
  - Explains the new vocabulary.
  - Discusses the main events.
  - Asks comprehension questions.
  - Solves the Student's Book activities.
- **Students:**
  - Read the story.
  - Answer comprehension questions.
  - Match vocabulary with meanings.
  - Complete the reading exercises.

2. Free practice: [What the teacher and the students do] refer to exercises in SB and other activities

- Students work in pairs.
- Discuss:
  - How can we improve our school?
  - Why is teamwork important?
  - What project would you like to do in your school?
- Each pair presents one idea to the class.

D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- Who is the main character?
- What was Zeina's idea?
- Why was the project difficult?
- Mention two new vocabulary words.
- Give one suggestion using could or should.

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write five sentences about a school project you would like to do.
- Read pages 20–21.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Let's Talk	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Lesson 4 – Let's Talk							
Page(s)	22–25							

1. Learning Objectives: By the end of this lesson, students will be able to:

- participate in simple conversations about personal identity.
- use the Present Perfect correctly in speaking and writing.
- respect others' opinions during discussions.
- communicate confidently using appropriate expressions.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Role Play – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and revision

- Greet the students.
- Revise Lesson 3.
- Ask:
  - Why should we respect different opinions?
  - What have you learned about personal identity?
- Introduce the lesson "Let's Talk".

B) Presentation

1. New vocabulary

No.	Word	Meaning	Example
1	personal identity	الهوية الشخصية	Everyone has a personal identity.
2	self-discovery	اكتشاف الذات	Self-discovery helps us know ourselves.
3	confidence	الثقة بالنفس	Confidence helps us speak clearly.
4	self-respect	احترام الذات	We should have self-respect.
5	honesty	الصدق	Honesty is a good value.
6	challenge	تحدٍ	Life gives us many challenges.
7	support	الدعم	My family supports me.
8	personality	الشخصية	My personality is unique.
9	accept	يتقبل	We should accept others.
10	respect	يحترم	We must respect everyone.

2. New structure

Present Perfect in Conversation

Examples:

- Have you ever learned about personal identity?
- I **have learned** many important values.
- My confidence **has improved**.
- Many students **have been** helped by their teachers.
- Good changes **have been made** in our school.

C) Practice

1. Controlled practice:
[What the teacher and the students do]

Teacher:

- Reads the dialogue.
- Explains new vocabulary and expressions.
- Models correct pronunciation.
- Explains the Present Perfect in the dialogue.
- Solves the Student's Book activities.

Students:

- Listen and repeat.
- Read the dialogue in pairs.
- Answer comprehension questions.
- Complete the language exercises.

2. Free practice: [What the teacher and the students do]
refer to exercises in SB and other activities

- Students work in pairs.
- Role-play a conversation about:
  - Personal identity.
  - Self-confidence.
  - Respecting others.
  - Positive values.
- Students then present their dialogue in front of the class.

D) Feedback and Consolidation

[Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- What is personal identity?
- Give one sentence using the Present Perfect.
- Mention two personal values.
- Why should we respect others' opinions?
- Act out a short dialogue with your partner.

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the dialogue again.
- Write a short dialogue (6–8 lines) about personal identity using the Present Perfect.
- Read pages 22–25.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Writing Workshop	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Lesson 5 – Writing Workshop							
Page(s)	26							

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a descriptive paragraph about personal identity.
- organize ideas into a coherent paragraph.
- use vocabulary related to personal identity correctly.
- apply the Present Perfect accurately in writing.

2. Teaching Strategies: [As suitable to the current lesson]

Brainstorming – Think–Pair–Share – Guided Writing – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Writing Worksheet

4. Steps to Follow

A) Warm up and revision

- Greet the students.
- Revise Unit 1 vocabulary and grammar.
- Ask:
  - What makes you unique?
  - Which values are most important to you?
- Introduce the writing task.

B) Presentation

1. New vocabulary

	Word	Meaning	Example
1	identity	الهوية	My identity is important.
2	values	القيم	My values shape my life.
3	personality	الشخصية	Everyone has a different personality.
4	confidence	الثقة بالنفس	Confidence helps me achieve my goals.
5	honesty	الصدق	Honesty is one of my values.
6	respect	الاحترام	We must respect others.
7	responsibility	المسؤولية	I have responsibility at home and school.
8	strengths	نقاط القوة	Reading is one of my strengths.
9	character	الشخصية	Good values build a strong character.
10	descriptive paragraph	فقرة وصفية	A descriptive paragraph describes a person or an idea.

2. New structure

Writing a Descriptive Paragraph

Useful expressions:

- My name is ...
- I am proud of ...
- One of my strengths is ...
- I believe that ...
- My values help me ...
- I have learned that ...
- I always try to ...

C) Practice

1. Controlled practice: [What the teacher and the students do]

Teacher:

- Reviews the writing model.
- Explains paragraph organization (topic sentence – supporting details – concluding sentence).
- Revises linking words.
- Guides students through the writing task.

Students:

- Complete the planning activity.
- Arrange ideas logically.
- Write guided sentences.
- Edit their work with a partner.

2. Free practice: [What the teacher and the students do]

- Students write a paragraph (80–100 words) about:
  "How my values shape my identity."
- They should include:
  - Personal information.
  - Their strengths.
  - Important values.
  - How these values affect their lives.
- Students read their paragraphs to the class.

D) Feedback and Consolidation

[Questions or activities to assess the students achievement during the lesson]

- What is the topic sentence?
- Mention two linking words.
- Which vocabulary did you use?
- Read one sentence from your paragraph.
- How can you improve your writing?

Summarize the lesson and provide feedback on grammar, spelling, and organization.

E) Home Assignment

- Rewrite your paragraph after correction.
- Learn the Unit 1 vocabulary.
- Prepare for the Unit 1 assessment.
- Read page 26.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Unit 1 Revision & Assessment	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 1 – Personal Identity							.....
Lesson	Session 6 – Revision & Assessment							
Page(s)	Unit 1 Review							

1. Learning Objectives: By the end of this session, students will be able to:

- revise the vocabulary of Unit 1.
- review the grammar points of Unit 1.
- improve the four language skills.
- answer assessment questions confidently.
- identify and correct their mistakes.

2. Teaching Strategies: [As suitable to the current lesson]

Revision – Think–Pair–Share – Questioning – Cooperative Learning – Assessment

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Worksheets

4. Steps to Follow

A) Warm up and revision

- Greet the students.
- Review the main ideas of Unit 1.
- Ask students to recall:
  - Vocabulary.
  - Grammar.
  - Reading texts.
  - Writing task.

B) Presentation

1. Vocabulary Revision

Revise the following words:

• identity	• background	• values
• character	• confidence	• self-respect
• personality	• honesty	• support
• growth	• challenge	• teamwork

Students use each word in a meaningful sentence.

2. Grammar Revision

Review:

- Present Perfect (Active)
- Present Perfect (Passive)
- Since / For
- Present Perfect in speaking and writing

Examples:

- I have finished my homework.
- She has visited Luxor.
- The homework has been done.
- We have lived here for five years.
- I have studied English since 2020.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reviews Unit 1 vocabulary.
- Revises grammar rules.
- Solves review exercises.
- Corrects common mistakes.

Students:

- Answer vocabulary questions.
- Complete grammar exercises.
- Read short passages.
- Answer comprehension questions.
- Complete workbook activities.

2. Free Practice

[What the teacher and the students do]

Students work in groups.

Activities:

- Vocabulary competition.
- Grammar quiz.
- Pair dialogue about personal identity.
- Write a short paragraph about themselves using Unit 1 vocabulary and grammar.

D) Feedback and Consolidation

[Questions or activities to assess the students]

Ask students:

- Give five vocabulary words from Unit 1.
- Use the Present Perfect in a sentence.
- Change an active sentence into passive.
- Describe yourself using three adjectives.
- What did you learn from Unit 1?

Summarize the unit and provide individual feedback.

E) Home Assignment

- Revise the whole unit.
- Correct any mistakes from today's exercises.
- Prepare for the Unit 1 test.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Communication Challenges	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 2 – Communication with Family and Friends							.....
Lesson	Lesson 1 – Communication Challenges							
Page(s)	27–29							

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the main ideas in a reading text about communication.
- understand and use new vocabulary related to family and friends.
- express opinions about effective communication.
- discuss ways to solve communication problems respectfully.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Discussion – Cooperative Learning – Questioning

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 1 briefly.
- Ask:
  - How do you usually communicate with your family?
  - Why is good communication important?
- Introduce the lesson "Communication Challenges".

B) Presentation

1. New vocabulary

	Word	Meaning	Example
1	communication	التواصل	Good communication builds trust.
2	connection	الترابط	We feel a strong connection.
3	siblings	الإخوة والأخوات	I have two younger siblings.
4	misunderstood	أسيء فهمه	He felt misunderstood.
5	respectful	محترم	We should talk in a respectful way.
6	supportive	داعم	My friend is very supportive.
7	bond	رابطة	We have a strong family bond.
8	awkward	محرج	It was an awkward moment.
9	distractions	مشتتات	Phones are big distractions.
10	gesture	إيماءة	A smile is a friendly gesture.

Examples

- Good communication builds trust.
- My brother is very supportive.
- We have a strong family bond.
- Gestures help us understand each other.

2. New structure

Third Conditional

Examples:

- If I had listened carefully, I would have understood.
- If they had talked calmly, they wouldn't have argued.
- If she had called me, I would have helped her.
- We would have solved the problem if we had worked together.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reads the lesson text aloud.
- Explains the new vocabulary.
- Presents the Third Conditional.
- Solves the reading and grammar exercises.

Students:

- Read the passage.
- Answer comprehension questions.
- Match vocabulary with meanings.
- Complete the grammar exercises from the Student's Book.

2. Free Practice [What the teacher and the students do]

Students work in pairs.

Discuss:

- How can we communicate better with our families?
- What causes misunderstandings?
- How can we solve communication problems peacefully?

Each pair presents one practical solution.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is effective communication?
- Mention three new vocabulary words.
- Give one sentence using the Third Conditional.
- How can we avoid misunderstandings with family and friends?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write five sentences about good communication with your family using the new vocabulary and one Third Conditional sentence.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Family Conversations	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 2 – Communication with Family and Friends							.....
Lesson	Lesson 2 – Family Conversations							
Page(s)	30–33							

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for specific information in conversations.
- identify the meaning of new vocabulary.
- use Reported Speech correctly.
- communicate politely with family and friends.

2. Teaching Strategies: [As suitable to the current lesson]

Pair Work – Think–Pair–Share – Listening Activities – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
  - How do you solve problems with your family?
  - Why is listening important?
- Introduce the lesson "Family Conversations".

B) Presentation

1. New vocabulary

Word	Meaning	Example
conversation	محادثة	We had an interesting conversation.
discussion	مناقشة	We had a long discussion.
opinion	رأي	Everyone has a different opinion.
advice	نصيحة	He gave me good advice.
argument	جدال	They had an argument.
apologize	يعتذر	He apologized to his brother.
explain	يشرح	She explained the problem clearly.
trust	ثقة	Trust is important in a family.
misunderstanding	سوء فهم	There was a misunderstanding.
communicate	يتواصل	We should communicate well.

2. New structure

Reported Speech

Examples:

- Ali said, "I am tired."
  → Ali said that he was tired.
- Sara said, "I can help you."
  → Sara said that she could help me.
- Mother said, "Listen carefully."
  → Mother told me to listen carefully.
- My teacher said, "Don't be late."
  → My teacher told us not to be late.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Plays the listening activity.
- Explains the new vocabulary.
- Explains the rules of Reported Speech.
- Solves the listening and grammar exercises.

Students:

- Listen carefully.
- Answer listening questions.
- Complete vocabulary exercises.
- Change direct speech into reported speech.
- Complete the Student's Book activities.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

- Role-play a conversation between family members about solving a problem.
- Then report the conversation using Reported Speech.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the difference between direct and reported speech?
- Mention three new vocabulary words.
- Change one direct sentence into reported speech.
- Why is good communication important in families?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Study the rules of Reported Speech.
- Write five reported sentences based on a conversation with a family member.
- Read pages 30–33.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Family Stories	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 2 – Communication with Family and Friends							.....
Lesson	Lesson 3 – Family Stories							
Page(s)	34–35							

1. Learning Objectives:
By the end of this lesson, students will be able to:

- read and understand the story.
- identify the main idea and supporting details.
- use new vocabulary correctly in context.
- express opinions about family relationships and communication.

2. Teaching Strategies:
Pair Work – Storytelling – Think–Pair–Share – Cooperative Learning – Discussion

3. Resources and Material Needed:
Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
  - What makes a happy family?
  - How do family members help each other?
- Introduce the story "Family Stories".

B) Presentation

1. New vocabulary

Word	Meaning	Example
relationship	علاقة	We have a strong family relationship.
encourage	يشجع	My parents encourage me to study.
appreciate	يقدر	We should appreciate our family.
respect	يحترم	We must respect our parents.
responsibility	مسؤولية	I have the responsibility to help at home.
support	دعم	My sister always supports me.
misunderstanding	سوء فهم	The problem was a misunderstanding.
solution	حل	We found a good solution to it.
cooperate	يتعاون	We should cooperate with each other.
kindness	اللطف	Kindness makes everyone happy.

2. New structure
Giving Advice

Examples:

- You should listen carefully.
- You shouldn't interrupt others.
- We ought to respect our parents.
- It's a good idea to talk calmly.

C) Practice

1. Controlled Practice
[What the teacher and the students do]

Teacher:

- Reads the story aloud.
- Explains the new vocabulary.
- Discusses the main events.
- Explains the language expressions.
- Solves the Student's Book activities.

Students:

- Read the story.
- Answer comprehension questions.
- Match vocabulary with meanings.
- Complete the reading exercises.

2. Free Practice
[What the teacher and the students do]

Students work in pairs.

Discuss:

- How can we improve family relationships?
- Why should we respect our parents?
- How can we solve family problems peacefully?

Each pair shares one idea with the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the main idea of the story?
- Mention three new vocabulary words.
- Give one sentence using **should**.
- Why is cooperation important in the family?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the story again.
- Write five sentences giving advice for a happy family.
- Read pages 34–35.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Let's Talk	Day	.....	Date	.....	Class	3rd Prep	Period	
Unit	Unit 2 – Communication with Family and Friends							.....	
Lesson	Lesson 4 – Let's Talk								
Page(s)	36–39								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- participate in conversations about family and friendship.
- use Reported Speech correctly in speaking.
- express opinions politely and confidently.
- use suitable expressions for giving advice and solving problems.

2. Teaching Strategies:

Pair Work – Think–Pair–Share – Role Play – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
  - How do you solve disagreements with your friends?
  - Why is respect important during conversations?
- Introduce the lesson "Let's Talk".

B) Presentation

1. New vocabulary

Word	Meaning	Example
discussion	مناقشة	We had a useful discussion.
advice	نصيحة	My teacher gave me good advice.
suggestion	اقتراح	He gave a helpful suggestion.
respect	احترام	We should respect others.
friendship	صداقة	True friendship lasts forever.
communicate	يتواصل	We must communicate clearly.
solve	يحل	We can solve the problem together.
agree	يوافق	I agree with your idea.
disagree	يختلف	I disagree with that opinion.
compromise	حل وسط	We found a good compromise.

2. New structure

Reported Speech in Conversation

Examples

- Ahmed said, "I will help you."
  → Ahmed said that he would help me.
- Mariam said, "We are ready."
  → Mariam said that they were ready.
- Father said, "Please be careful."
  → Father told me to be careful.
- Mother said, "Don't waste your time."
  → Mother told us not to waste our time.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reads the dialogue aloud.
- Explains new vocabulary and expressions.
- Revises the rules of Reported Speech.
- Solves the speaking activities in the Student's Book.

Students:

- Listen carefully.
- Read the dialogue in pairs.
- Answer comprehension questions.
- Complete the language exercises.
- Change direct speech into reported speech.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

- Role-play a conversation between two friends discussing a problem.
- Then report the conversation using Reported Speech.
- Each pair presents their dialogue before the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the difference between direct and reported speech?
- Mention three new vocabulary words.
- Report one direct sentence.
- Why should we respect different opinions?
- Act out a short dialogue with your partner.

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the dialogue again.
- Write a dialogue (6–8 lines) between two friends, then rewrite it using Reported Speech.
- Read pages 36–39.

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Suggested Lesson plan
[English] Prep and Secondary Stages

Title	Writing Workshop	Day	.....	Date	.....	Class	3rd Prep	Period
Unit	Unit 2 – Communication with Family and Friends							.....
Lesson	Lesson 5 – Writing Workshop							
Page(s)	40							

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a well-organized paragraph about family communication.
- organize ideas into a coherent paragraph.
- use Unit 2 vocabulary correctly.
- apply Reported Speech accurately in writing.

2. Teaching Strategies:

Brainstorming – Guided Writing – Think-Pair-Share – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Writing Worksheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 2 vocabulary and grammar.
- Ask:
  - Why is communication important in family life?
  - How can we solve misunderstandings?
- Introduce the writing task.

B) Presentation

1. **New vocabulary**

Word	Meaning	Example
communication	التواصل	Good communication brings families closer.
relationship	العلاقة	We have a strong relationship.
trust	الثقة	Trust is the key to happy families.
respect	الاحترام	We must respect each other.
responsibility	المسؤولية	I have responsibilities at home.
advice	النصيحة	My mother gives me good advice.
cooperation	التعاون	Cooperation helps solve problems.
misunderstanding	سوء الفهم	A misunderstanding caused the problem.
compromise	حل وسط	They reached a fair compromise.
paragraph	فقرة	A paragraph has a main idea.

2. **New structure**

Writing a Paragraph Using Reported Speech

Useful expressions:

- My family always...
- I believe that...
- My father said that...
- My mother told me to...
- We usually solve our problems by...
- Good communication helps us...
- I have learned that...

C) Practice

1. **Controlled Practice**

[What the teacher and the students do]

Teacher:

- Reviews the writing model.
- Explains paragraph organization.
- Revises linking words.
- Explains how to include Reported Speech in writing.
- Guides students through the writing activity.

Students:

- Complete the planning activity.
- Arrange ideas logically.
- Write guided sentences.
- Exchange notebooks and check each other's work.

2. **Free Practice**

[What the teacher and the students do]

Students write a paragraph (80–100 words) about:

"Good Communication in My Family"

The paragraph should include:

- How family members communicate.
- Ways to solve problems.
- Advice for improving communication.
- One or two examples of Reported Speech.

Students read their paragraphs to the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the topic sentence?
- Mention two linking words.
- Give one example of Reported Speech.
- Read one sentence from your paragraph.
- How can you improve your writing?

Summarize the lesson and provide feedback on grammar, spelling, and organization.

E) Home Assignment

- Rewrite your paragraph after correction.
- Learn Unit 2 vocabulary.
- Prepare for the Unit 2 assessment.
- Read page 40.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Unit 2 Revision & Assessment	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 2 – Communication with Family and Friends								
Lesson	Session 6 – Revision & Assessment								
Page(s)	Unit 2 Review								

1. Learning Objectives:
By the end of this session, students will be able to:

- revise the vocabulary of Unit 2.
- review the grammar points of Unit 2.
- improve the four language skills.
- answer assessment questions confidently.
- identify and correct their mistakes.

2. Teaching Strategies:
Revision – Think–Pair–Share – Cooperative Learning – Questioning – Assessment

3. Resources and Material Needed:
Student's Book – Teacher's Guide – Whiteboard – Markers – Revision Worksheets

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Review the main ideas of Unit 2.
- Ask students to recall:
  - Vocabulary.
  - Grammar.
  - Reading lessons.
  - Writing lesson.

B) Presentation

1. Vocabulary Revision

Revise the following words:

communication	relationship	trust	respect
advice	discussion	misunderstanding	cooperation
compromise	responsibility	friendship	support

Students use each word in a meaningful sentence.

2. Grammar Revision

Review:

- Reported Speech (Statements)
- Reported Speech (Commands)
- Giving Advice (should / shouldn't / ought to)
- Third Conditional

Examples

- Ali said that he was tired.
- Mother told me to study hard.
- You should respect your parents.
- If I had studied harder, I would have passed.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Revises Unit 2 vocabulary.
- Reviews grammar rules.
- Solves revision exercises.
- Corrects common mistakes.

Students:

- Answer vocabulary questions.
- Complete grammar exercises.
- Read short passages.
- Answer comprehension questions.
- Complete workbook activities.

2. Free Practice

[What the teacher and the students do]

Students work in groups.

Activities:

- Vocabulary competition.
- Grammar quiz.
- Role-play about family communication.
- Write a short paragraph about Good Communication in My Family using Unit 2 vocabulary and grammar.

Each group presents its work before the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- Mention five vocabulary words from Unit 2.
- Report one direct sentence.
- Give one sentence using ***should***.
- Give one sentence using the Third Conditional.
- What have you learned from Unit 2?

Summarize the unit and provide individual feedback.

E) Home Assignment

- Revise the whole Unit 2.
- Correct today's mistakes.
- Prepare for the Unit 2 Test.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Artificial Intelligence	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Lesson 1 – Artificial Intelligence								
Page(s)	41–43								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- identify the main ideas in a reading text about Artificial Intelligence.
- understand and use new vocabulary related to AI and robots.
- express opinions about the benefits and limits of AI.
- discuss how AI can improve daily life.

2. Teaching Strategies:

Pair Work – Think–Pair–Share – Discussion – Cooperative Learning – Questioning

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures of robots and AI applications

4. Steps to Follow

A) Warm up and Revision

- **Greet the students.**
- Revise Unit 2 briefly.
- Ask:
  - What is Artificial Intelligence?
  - Where do we use AI in our daily life?
  - Can robots think like humans?
- Introduce the lesson "Artificial Intelligence".

B) Presentation

1. New Vocabulary

Word	Meaning	Example
artificial intelligence (AI)	الذكاء الاصطناعي	AI helps doctors in hospitals.
robot	روبوت	Robots can perform difficult tasks.
advanced	متطور	This is an advanced technology.
behaviour	سلوك	The robot's behaviour is programmed.
emotions	مشاعر	Humans have emotions.
limits	حدود	AI has some limits.
tasks	مهام	Robots can do many tasks.
humans	البشر	Humans are creative.
surgery	جراحة	AI can help in surgery.
technology	التكنولوجيا	Technology changes our lives.

2. New Structure

Future Simple (will) for Predictions

Examples

- AI will help people in the future.
- Robots will perform more difficult tasks.
- Technology will continue to develop.
- People won't stop using AI.
- Will robots replace humans?

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reads the lesson text aloud.
- Explains the new vocabulary.
- Explains the use of will for predictions.
- Solves the reading and grammar activities.

Students:

- Read the passage.
- Answer comprehension questions.
- Match vocabulary with meanings.
- Complete the grammar and reading exercises in the Student's Book.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

Discuss:

- How can AI improve education?
- Should robots replace humans in dangerous jobs?
- What are the advantages and disadvantages of AI?

Each pair presents its ideas to the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is Artificial Intelligence?
- Mention three new vocabulary words.
- Give one sentence using *will*.
- Can AI replace humans completely? Why?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write five sentences about the future of Artificial Intelligence using *will*.
- Read pages 41–43.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Smart Robots	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Lesson 2 – Smart Robots								
Page(s)	44–47								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- listen for specific information about smart robots.
- understand and use new vocabulary related to AI technology.
- use the Future Simple Passive correctly.
- discuss how robots may be used in the future.

2. Teaching Strategies:

Pair Work – Think–Pair–Share – Listening Activities – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask:
  - Where are robots used today?
  - How can robots help people in the future?
- Introduce the lesson "Smart Robots".

B) Presentation

1. New Vocabulary

Word	Meaning	Example
compose	يؤلف	AI can compose music.
driverless	بدون سائق	Driverless cars will be used in the future.
develop	يطور	Engineers develop new robots.
invent	يخترع	New machines will be invented.
machine	آلة	Machines help people do difficult work.
programme	يبرمج	Robots are programmed by engineers.
engineer	مهندس	An engineer designs a robot.
automatic	آلي	Automatic doors open by sensor.
device	جهاز	This device helps patients.
innovation	ابتكار	Technology encourages innovation.

2. New Structure

Future Simple Passive

Examples

- Robots **will be** used in many fields.
- Driverless cars **will be developed**.
- New machines **will be** invented.
- The project **will be** finished next week.
- Will robots be used in every school?

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Plays the listening activity.
- Explains the new vocabulary.
- Explains the Future Simple Passive.
- Solves the grammar and listening exercises.

Students:

- Listen carefully.
- Answer listening questions.
- Complete vocabulary exercises.
- Change active sentences into passive.
- Complete the Student's Book activities.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

Discuss:

- How will robots be used in hospitals?
- Will driverless cars become common?
- Which jobs will be done by robots?

Students then write three sentences using the Future Simple Passive.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the Future Simple Passive?
- Mention three new vocabulary words.
- Give one sentence using ***will be*** + *past participle*.
- How will robots improve our lives?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Study the Future Simple Passive.
- Write five sentences using the Future Simple Passive about robots and AI.
- Read pages 44–47.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	AI in Our Lives	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Lesson 3 – AI in Our Lives								
Page(s)	48–49								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- read and understand the lesson about AI technology.
- identify the main ideas and supporting details.
- use new vocabulary correctly in meaningful sentences.
- express opinions about the future of Artificial Intelligence.

2. Teaching Strategies:

Pair Work – Storytelling – Think–Pair–Share – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Pictures of AI applications

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Ask:
  - Where can AI be used?
  - Which AI application do you use most?
- Introduce the lesson "AI in Our Lives".

B) Presentation

1. New Vocabulary

Word	Meaning	Example
technology	التكنولوجيا	Technology changes our lives.
innovation	الابتكار	AI encourages innovation.
application	تطبيق	We use many AI applications.
device	جهاز	Smart devices help us every day.
system	نظام	AI systems are improving.
programmer	مبرمج	A programmer writes computer programs.
engineer	مهندس	Engineers design new robots.
software	برنامج	This software is very useful.
digital	رقمي	Digital technology is developing.
future	المستقبل	AI will shape our future.

2. New Structure

Future Simple Passive

Examples

- AI will be used in more schools.
- New robots ***will*** be developed.
- Smart devices will be improved.
- Many jobs ***will*** be changed by technology.
- Will new AI systems be created soon?

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reads the lesson aloud.
- Explains the new vocabulary.
- Revises the Future Simple Passive.
- Solves the reading and language activities.

Students:

- Read the lesson.
- Answer comprehension questions.
- Complete vocabulary exercises.
- Complete grammar exercises.
- Correct language mistakes from the Student's Book.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

Discuss:

- How will AI help students in the future?
- Which jobs will be changed by AI?
- What new technologies would you like to see?

Each pair presents its ideas using the Future Simple Passive.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- Mention three new vocabulary words.
- Give one sentence using the *Future Simple Passive*.
- How can AI improve education?
- Do you think AI will make life easier? Why?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Study the Future Simple Passive.
- Write five sentences about AI in the future using ***will be*** + *past participle*.
- Read pages 48–49.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Let's Talk	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Lesson 4 – Let's Talk								
Page(s)	50–53								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- participate in conversations about Artificial Intelligence.
- ask for and give opinions confidently.
- use the Future Simple Passive correctly in speaking.
- discuss the advantages and disadvantages of AI politely.

2. Teaching Strategies:

Pair Work – Think–Pair–Share – Role Play – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Lesson 3 vocabulary.
- Ask:
  - Do you use AI applications every day?
  - How can AI help students?
- Introduce the lesson "Let's Talk".

B) Presentation

1. New Vocabulary

Word	Meaning	Example
opinion	رأي	Everyone has a different opinion.
advantage	ميزة	AI has many advantages.
disadvantage	عيب	It also has some disadvantages.
invention	اختراع	The internet is a great invention.
technology	التكنولوجيا	Technology is developing quickly.
communication	التواصل	AI helps in communication.
intelligent	ذكي	Robots are intelligent machines.
digital	رقمي	Digital devices are everywhere.
future	المستقبل	AI will change our future.
innovation	الابتكار	Innovation creates new solutions.

2. New Structure

Expressing Opinions & Future Simple Passive

- I think AI will change our future.
- In my opinion, robots will **be** used in many fields.
- I agree because AI saves time.
- I don't agree because humans are more creative.
- New technologies **will be** developed every year.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reads the dialogue aloud.
- Explains the new vocabulary.
- Reviews expressions for giving opinions.
- Revises the Future Simple Passive.
- Solves the speaking activities in the Student's Book.

Students:

- Listen carefully.
- Read the dialogue in pairs.
- Answer comprehension questions.
- Complete the speaking activities.
- Use the target expressions in short conversations.

2. Free Practice

[What the teacher and the students do]

Students work in pairs.

Role-play a conversation about AI.

Discuss:

- Should AI be used in schools?
- Will robots replace teachers?
- What are the advantages and disadvantages of AI?

Each pair presents its dialogue before the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is your opinion about AI?
- Mention three new vocabulary words.
- Give one sentence using the *Future Simple Passive*.
- Mention one advantage and one disadvantage of AI.
- Act out a short dialogue with your partner.

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the dialogue again.
- Write a dialogue (6–8 lines) about Artificial Intelligence using expressions of opinion and the Future Simple Passive.
- Read pages 50–53.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Writing Workshop	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Lesson 5 – Writing Workshop								
Page(s)	54								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- write a well-organized opinion paragraph about Artificial Intelligence.
- organize ideas into a coherent paragraph.
- use Unit 3 vocabulary correctly.
- use the Future Simple Passive and opinion expressions accurately in writing.

2. Teaching Strategies:

Brainstorming – Guided Writing – Think–Pair–Share – Cooperative Learning – Discussion

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Writing Worksheet

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise Unit 3 vocabulary and grammar.
- Ask:
  - How has AI changed our lives?
  - What are the advantages of AI?
- Introduce the writing task.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
artificial intelligence	الذكاء الاصطناعي	AI is changing education.
technology	التكنولوجيا	Technology makes life easier.
innovation	الابتكار	Innovation leads to new ideas.
robot	روبوت	Robots can do many tasks.
device	جهاز	Smart devices help us daily
digital	رقمي	Digital tools are important.
invention	اختراع	The internet is a great invention.
programmer	مبرمج	A programmer writes code.
engineer	مهندس	Engineers design new systems.
future	المستقبل	AI will shape our future.

2. New Structure

Writing an Opinion Paragraph

Useful Expressions

- In my opinion, ...
- I think ...
- I believe ...
- AI will be used in ...
- Technology will improve ...
- However, ...
- In conclusion, ...

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Reviews the writing model.
- Explains paragraph organization (topic sentence, supporting ideas, conclusion).
- Revises linking words and opinion expressions.
- Guides students through the writing activity.

Students:

- Complete the planning activity.
- Arrange ideas logically.
- Write guided sentences.
- Exchange notebooks and check each other's work.

2. Free Practice

[What the teacher and the students do]

Students write an opinion paragraph (80–100 words) about:
"Artificial Intelligence in Our Future"
The paragraph should include:

- Your opinion about AI.
- Advantages of AI.
- Possible disadvantages.
- Examples using the *Future Simple Passive*.
- A suitable conclusion.

Students read their paragraphs to the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- What is the topic sentence?
- Mention two linking words.
- Give one sentence using ***will be*** + *past participle*.
- Read one sentence from your paragraph.
- How can you improve your writing?

Summarize the lesson and provide feedback on grammar, spelling, and organization.

E) Home Assignment

- Rewrite your paragraph after correction.
- Learn Unit 3 vocabulary.
- Revise the Future Simple Passive.
- Prepare for the Unit 3 assessment.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Unit 3 Revision & Assessment	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 3 – Artificial Intelligence								
Lesson	Session 6 – Revision & Assessment								
Page(s)	Unit 3 Review								

1. Learning Objectives:

By the end of this session, students will be able to:

- revise the vocabulary of Unit 3.
- review the grammar points of Unit 3.
- improve the four language skills.
- answer assessment questions confidently.
- identify and correct their mistakes.

2. Teaching Strategies:

Revision – Think–Pair–Share – Cooperative Learning – Questioning – Assessment

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Revision Worksheets

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Review the main ideas of Unit 3.
- Ask students to recall:
  - Vocabulary.
  - Grammar.
  - Reading lessons.
  - Writing lesson.

B) Presentation

1. Vocabulary Revision

Revise the following words:

artificial intelligence	software
robot	digital
technology	device
innovation	machine
engineer	invention
programmer	future

Students use each word in a meaningful sentence.

2. Grammar Revision

Review:

- Future Simple (*will*)
- Future Simple Passive
- Expressing Opinions
- Writing an Opinion Paragraph

Examples

- AI *will* improve our lives.
- Robots *will be* used in hospitals.
- I think technology is useful.
- In my opinion, AI *will* help education.
- Smart devices *will* be developed in the future.

C) Practice

1. Controlled Practice

[What the teacher and the students do]

Teacher:

- Revises Unit 3 vocabulary.
- Reviews grammar rules.
- Solves revision exercises.
- Corrects common mistakes.

Students:

- Answer vocabulary questions.
- Complete grammar exercises.
- Read short passages.
- Answer comprehension questions.
- Complete workbook activities.

2. Free Practice

[What the teacher and the students do]

Students work in groups.

Activities:

- Vocabulary competition.
- Grammar quiz.
- Group discussion about Artificial Intelligence.
- Write a short opinion paragraph about "The Future of AI" using Unit 3 vocabulary and grammar.

Each group presents its work before the class.

D) Feedback and Consolidation

[Questions or activities to assess the students]

- Mention five vocabulary words from Unit 3.
- Give one sentence using *Future Simple Passive*.
- Express your opinion about AI.
- Mention one advantage and one disadvantage of AI.
- What have you learned from Unit 3?

Summarize the unit and provide individual feedback.

E) Home Assignment

- Revise the whole Unit 3.
- Correct today's mistakes.
- Prepare for the Unit 3 Test.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Screen Time	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Lesson 1 – Screen Time								
Page(s)	59–61								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- identify the main ideas in a reading text about screen time.
- understand and use vocabulary related to healthy digital habits.
- use modal verbs (*must* – *should* – *can't*) correctly.
- express opinions about healthy and unhealthy screen-time habits.

2. Teaching Strategies:

Think–Pair–Share – Guided Reading – Cooperative Learning – Discussion – Brainstorming

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Unit 3 vocabulary.
- Shows pictures of a mobile phone, tablet and computer.
- Asks:
  - How many hours do you spend using screens every day?
  - What do you usually use your phone for?
  - Is too much screen time healthy?
- Introduces the lesson "Screen Time".

Students

- Answer the questions.
- Share their daily screen-time habits.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
screen time	وقت استخدام الشاشات	Too much screen time is unhealthy.
entertainment	الترفيه	Watching videos is a form of entertainment.
balance	التوازن	We should keep a balance in our life.
expert	خبير	He is an expert in technology.
physical	بدني	Exercise is good for physical health.
smart	ذكي	She has a smart idea.
focused	مُركز	Turn off the phone and stay focused.
modern	حديث	We use modern devices every day.
distraction	تشتيت	Too many notifications are a distraction.
habit	عادة	Reading is a good habit.

2. New Structure

Modal Verbs (must – should – can't)

Examples

- Students **must** finish their homework first.
- You **should** limit your screen time.
- You **can't** use your mobile during the lesson.
- We **should** exercise every day.
- Children **must** sleep early.

C) Practice

1. Controlled Practice

Teacher

- Reads the lesson with the students.
- Explains the new vocabulary.
- Explains the use of *must*, *should*, and *can't*.
- Asks comprehension questions.
- Guides students through the textbook exercises.

Students:

- Read the passage.
- Match words with their meanings.
- Answer comprehension questions.
- Complete grammar exercises using modal verbs.
- Complete the activities in the Student's Book.

2. Free Practice

Teacher

- Divides students into pairs.
- Asks each pair to discuss healthy screen-time habits.

Students.

- Discuss:
  - How many hours should students spend on screens?
  - What activities are better than using a mobile phone?
  - How can we reduce screen time?
- Write five pieces of advice using *must*, *should*, and *can't*.

D) Feedback and Consolidation

Teacher asks:

- What is screen time?
- Mention four new vocabulary words.
- Give one sentence using ***must***.
- Give one sentence using ***should***.
- Why should we reduce screen time?
- Corrects mistakes and summarizes the lesson.

E) Home Assignment

- Learn the new vocabulary.
- Study modal verbs.
- Write five sentences giving advice about healthy screen-time habits.
- Read pages 59–61.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Egypt's Smart Future	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Lesson 2 – Egypt's Smart Future								
Page(s)	62–64								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- listen for specific information about Egypt's smart future.
- understand and use vocabulary related to technology and smart cities.
- use modal verbs (*must – should – can't*) correctly.
- discuss how technology helps build a better future for Egypt.

2. Teaching Strategies:

Think–Pair–Share – Listening Activities – Cooperative Learning – Discussion – Pair Work

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Lesson 1 vocabulary.
- Asks:
  - Are there smart cities in Egypt?
  - How can technology improve our lives?
  - Why is using technology for learning important?

Students

- Answer the questions.
- Share ideas about modern technology.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
smart	ذكي	Egypt is becoming a smart country.
focused	مركز	Students should stay focused in class.
modern	حديث	Modern technology changes our lives.
distraction	تشتيت	Too many distractions affect study.
technology	التكنولوجيا	Technology helps us in many ways.
project	مشروع	Egypt has many national projects.
future	المستقبل	We are building a better future.
habit	عادة	Using technology wisely is a good habit.
Monorail	المونوريل	The Monorail is a fast modern train.
learning	التعلم	Technology makes learning easier.

2. New Structure

Modal Verbs (must – should – can't)

Examples

- Students **must** use technology wisely.
- We **should** build healthy digital habits.
- You **can't** waste too much time on screens.
- We **must** protect our future.
- Students **should** stay focused while studying.

C) Practice

1. Controlled Practice

Teacher

- Plays the listening audio.
- Explains the new vocabulary.
- Revises modal verbs.
- Solves the listening activities.

Students

- Listen carefully.
- Match the vocabulary with its meanings.
- Complete the listening sentences.
- Answer comprehension questions.
- Complete the activities in the Student's Book.

2. Free Practice

Teacher

- Divides students into pairs.

Students

Discuss:

- Is Egypt building modern smart projects?
- Why are smart cities important?
- How can technology improve education?
- How can students use technology responsibly?

- Each pair presents its ideas before the class.

D) Feedback and Consolidation

Ask students:

- What is a smart city?
- Mention four new vocabulary words.
- Give one sentence using ***must***.
- Give one sentence using ***should***.
- Why should students stay focused while using technology?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Study modal verbs.
- Write five sentences about Egypt's smart future using *must*, *should*, and *can't*.
- Read pages 62–64.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Smart Habits for Better Screen Time	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Lesson 3 – Smart Habits for Better Screen Time								
Page(s)	65–67								

1. Learning Objectives:

By the end of this lesson, students will be able to:

- read and understand a text about healthy screen-time habits.
- identify the main ideas and supporting details.
- use Unit 4 vocabulary correctly.
- use modal verbs (*must* – *should* – *can't*) and connectors correctly.
- suggest practical ways to balance screen time and daily activities.

2. Teaching Strategies:

Think–Pair–Share – Guided Reading – Cooperative Learning – Discussion – Pair Work

3. Resources and Material Needed:

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Lesson 2 vocabulary.
- Asks:
  - What are healthy screen-time habits?
  - Why should we limit screen time?
  - How can we stay focused while studying?

Students

- Answer the questions.
- Share their opinions.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
screen time	وقت استخدام الشاشات	Too much screen time affects our health.
distraction	تشتيت	Distractions reduce concentration.
focused	تركز	Stay focused during your lessons.
balance	التوازن	We should keep a healthy balance.
physical activity	نشاط بدني	Exercise is an important physical activity
healthy habit	عادة صحية	Reading is a healthy habit.
limit	يحد من	We should limit our screen time.
concentration	التركيز	Good sleep improves concentration.
routine	روتين	A daily routine helps us be organized.
wellbeing	الرفاهية	Healthy habits improve our wellbeing.

2. New Structure

Modal Verbs & Connectors

Examples

- You **must** finish your homework first.
- You **should** take regular breaks.
- You **can't** use your phone during class.
- We exercise **because** it keeps us healthy.
- We study first **then** we relax.

C) Practice

1. Controlled Practice

Teacher

- Explains the reading text.
- Reviews the new vocabulary.
- Explains the use of modal verbs and connectors.
- Solves the textbook exercises.

Students

- Read the passage.
- Match words with meanings.
- Answer comprehension questions.
- Complete grammar exercises.
- Complete the activities in the Student's Book.

2. Free Practice

Teacher

- Divides students into pairs.

Students

Discuss:

- How can students reduce screen time?
- Which healthy habits should everyone follow?
- How can we balance study, sports, and technology?

- Each pair writes five pieces of advice using *must*, *should*, and *can't*, then presents them to the class.

D) Feedback and Consolidation

Ask students:

- Mention four new vocabulary words.
- Give one sentence using *must*.
- Give one sentence using *should*.
- Why is balance important?
- How can you reduce your screen time?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise modal verbs and connectors.
- Write a short paragraph (80–100 words) about Healthy Screen-Time Habits.
- Read pages 65–67.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Let's Talk	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Lesson 4 – Let's Talk								
Page(s)	68–71								

1. Learning Objectives

By the end of this lesson, students will be able to:

- participate in conversations about healthy screen-time habits.
- ask for and give advice using *must*, *should*, and *can't*.
- use connectors to express ideas clearly.
- discuss the importance of balancing screen time with daily activities.

2. Teaching Strategies

Think–Pair–Share – Role Play – Pair Work – Cooperative Learning – Discussion

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Lesson 3 vocabulary.
- Asks:
  - How many hours should teenagers spend on screens?
  - What are healthy digital habits?
  - Why is exercise important?

Students

- Answer the questions.
- Discuss their daily habits.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
advice	نصيحة	He gives me good advice.
healthy habit	عادة صحية	Exercising is a healthy habit.
screen time	وقت استخدام الشاشات	Too much screen time is unhealthy.
balance	التوازن	We should keep a balance in our lives.
distraction	تشتيت	Noise is a big distraction.
exercise	ممارسة الرياضة	I exercise every day.
routine	روتين	I follow a daily routine.
concentration	التركيز	Good sleep improves concentration.
wellbeing	الرفاهية	Healthy habits improve our wellbeing.
lifestyle	أسلوب الحياة	A healthy lifestyle is important.

2. New Structure

Giving Advice (Modal Verbs & Connectors)

Examples

- You **must** finish your homework before playing games.
- You **should** reduce your screen time.
- You **can't** use your phone during class.
- We exercise **because** it keeps us healthy.
- We study first **then** we relax.

C) Practice

1. Controlled Practice

Teacher

- Reads the dialogue aloud.
- Explains the new vocabulary.
- Reviews modal verbs and connectors.
- Solves the speaking activities.

Students

- Read the dialogue in pairs.
- Answer comprehension questions.
- Complete vocabulary activities.
- Complete the speaking exercises in the Student's Book.

2. Free Practice

Teacher

- Divides students into pairs.

Students

Role-play a conversation about healthy screen-time habits.

Discuss:

- How can students reduce screen time?
- Why should students exercise every day?
- What should students do before using mobile phones?

- Each pair presents its dialogue before the class.

D) Feedback and Consolidation

Ask students:

- Mention four new vocabulary words.
- Give one sentence using ***must***.
- Give one sentence using ***should***.
- Why is exercise important?
- How can students balance study and screen time?
- Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise modal verbs and connectors.
- Write a dialogue (6–8 lines) giving advice about healthy screen-time habits.
- Read pages 68–71.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Writing Workshop	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Lesson 5 – Writing Workshop								
Page(s)	72–73								

1. Learning Objectives

By the end of this lesson, students will be able to:

- write a well-organized paragraph about healthy screen-time habits.
- organize ideas into a logical sequence.
- use Unit 4 vocabulary correctly.
- use modal verbs (*must* – *should* – *can't*) accurately in writing.
- write suitable advice and recommendations.

2. Teaching Strategies

Brainstorming – Guided Writing – Think-Pair-Share – Cooperative Learning – Discussion

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Writing Worksheet

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Unit 4 vocabulary and grammar.
- Asks:
  - How can we reduce screen time?
  - Why is exercise important?
  - What are healthy digital habits?

Students

- Answer the questions.
- Share their opinions.
- Predict the writing topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
screen time	وقت استخدام الشاشات	Too much screen time is not healthy.
healthy habit	عادة صحية	Reading is a healthy habit.
balance	التوازن	We should keep a balance in our lives.
routine	روتين	A daily routine helps us stay organized.
concentration	التركيز	Good sleep improves concentration.
exercise	ممارسة الرياضة	Exercise keeps us fit.
distraction	تشتيت	Social media can be a distraction.
wellbeing	الرفاهية	Healthy habits improve our wellbeing.
advice	نصيحة	He gave me good advice.
lifestyle	أسلوب الحياة	A healthy lifestyle is very important.

2. New Structure

Writing an Advice Paragraph

Useful Expressions

- In my opinion, ...
- Students **should** ...
- We **must** ...
- We **can't** ...
- It is important to ...
- Finally, ...

C) Practice

1. Controlled Practice

Teacher

- Explains the writing model.
- Reviews paragraph organization.
- Explains how to give advice using modal verbs.
- Guides students through the writing activity.

Students

- Complete the planning activity.
- Arrange ideas logically.
- Write guided sentences.
- Exchange notebooks and check each other's work.

2. Free Practice

Students

Write a paragraph (80–100 words) about:

"Healthy Screen-Time Habits"

The paragraph should include:

- Ways to reduce screen time.
- Healthy daily habits.
- Advice using ***must***, ***should***, and ***can't***.
- A suitable conclusion.

Students read their paragraphs to the class.

D) Feedback and Consolidation

Ask students:

- What is the topic sentence?
- Mention two useful expressions.
- Give one sentence using ***must***.
- Give one sentence using ***should***.
- How can we improve our writing?

Summarize the lesson and provide feedback on grammar, spelling, and organization.

E) Home Assignment

- Rewrite your paragraph after correction.
- Learn Unit 4 vocabulary.
- Revise modal verbs.
- Prepare for the Unit 4 assessment.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Unit 4 Revision & Assessment	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 4 – Screen Time								
Lesson	Session 6 – Revision & Assessment								
Page(s)	Unit 4 Review								

1. Learning Objectives

By the end of this session, students will be able to:

- revise the vocabulary of Unit 4.
- review the grammar points of Unit 4.
- improve the four language skills.
- answer assessment questions confidently.
- identify and correct their mistakes.

2. Teaching Strategies

Revision – Think–Pair–Share – Cooperative Learning – Questioning – Assessment

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Revision Worksheets

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Review the main ideas of Unit 4.
- Ask students to recall:
  - Vocabulary.
  - Grammar.
  - Reading lessons.
  - Writing lesson.

B) Presentation

1. Vocabulary Revision

Revise the following words:

• screen time	• routine
• healthy habit	• wellbeing
• balance	• advice
• distraction	• lifestyle
• concentration	• technology
• exercise	• physical activity

Students use each word in a meaningful sentence.

2. Grammar Revision

Review:

- Modal Verbs (*must – should – can't*)
- Giving Advice
- Connectors (*because – so – then – finally*)
- Writing an Advice Paragraph

Examples

- You **must** finish your homework first.
- Students **should** reduce their screen time.
- You **can't** use your phone during the lesson.
- We exercise **because** it keeps us healthy.
- **Finally**, we should balance study and free time.

C) Practice

1. Controlled Practice

Teacher:

- Revises Unit 4 vocabulary.
- Reviews grammar rules.
- Solves revision exercises.
- Corrects common mistakes.

Students:

- Answer vocabulary questions.
- Complete grammar exercises.
- Read short passages.
- Answer comprehension questions.
- Complete workbook activities.

2. Free Practice

Students work in groups.

Activities:

- Vocabulary competition.
- Grammar quiz.
- Group discussion about healthy screen-time habits.
- Write a short advice paragraph about Healthy Use of Technology using Unit 4 vocabulary and grammar.

Each group presents its work before the class.

D) Feedback and Consolidation

Ask students:

- Mention five vocabulary words from Unit 4.
- Give one sentence using *must*.
- Give one sentence using *should*.
- Mention two healthy screen-time habits.
- What have you learned from Unit 4?

Summarize the unit and provide individual feedback.

E) Home Assignment

- Revise the whole Unit 4.
- Correct today's mistakes.
- Prepare for the Unit 4 Test.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Think Like a Designer	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Lesson 1 – Think Like a Designer								
Page(s)	72–75								

1. Learning Objectives

By the end of this lesson, students will be able to:

- understand the concept of design thinking.
- identify the main ideas and supporting details in a reading text.
- use new vocabulary related to design and problem-solving.
- use sequence adverbs correctly to describe steps.
- discuss how design thinking helps solve real-life problems.

2. Teaching Strategies

Think–Pair–Share – Guided Reading – Brainstorming – Cooperative Learning – Discussion

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Unit 4 vocabulary.
- Asks:
  - What problems do you solve every day?
  - Have you ever designed or improved something?
  - What makes a good designer?

Students

- Answer the questions.
- Share their ideas.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
design	تصميم	Designers solve problems creatively.
designer	مصمم	A designer creates useful things.
problem	مشكلة	We must find a solution to the problem.
solution	حل	This is a simple solution.
prototype	نموذج أولي	A prototype helps improve ideas.
creativity	الإبداع	Creativity is important for designers.
function	وظيفة	Every product has a function.
practical	عملي	Good solutions are practical.
improve	يحسن	We can improve our design.
user	مستخدم	We must think about the user.

2. New Structure
Sequence Adverbs

Examples

- **First,** understand the problem.
- **Then,** think of different ideas.
- **Next,** make a prototype.
- **Finally,** test and improve your design.

C) Practice

1. Controlled Practice

Teacher

- Reads the lesson aloud.
- Explains the new vocabulary.
- Explains sequence adverbs.
- Solves the reading activities.

Students

- Read the passage.
- Match words with their meanings.
- Answer comprehension questions.
- Complete vocabulary and language exercises.
- Complete the Student's Book activities.

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2. Free Practice

Teacher

- Divides students into groups.

Students

Discuss:

- How can design thinking solve school problems?
- Why is creativity important?
- What steps should a designer follow?

Each group describes a simple solution using:

- **First**
- **Then**
- **Next**
- **Finally**

D) Feedback and Consolidation

Ask students:

- What is design thinking?
- Mention four new vocabulary words.
- Use First in a sentence.
- Why is a prototype important?
- How can design thinking help people?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise the sequence adverbs.
- Write the steps of solving a simple problem using *First, Then, Next, Finally.*
- Read pages 72–75.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Design in Action	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Lesson 2 – Design in Action								
Page(s)	76–78								

1. Learning Objectives
By the end of this lesson, students will be able to:

- understand how design thinking is used to solve real-life problems.
- identify the stages of the design process.
- use new vocabulary related to innovation and teamwork.
- use sequence adverbs correctly while describing a process.
- explain how teamwork improves creative solutions.

2. Teaching Strategies
Think–Pair–Share – Cooperative Learning – Guided Discussion – Pair Work – Problem Solving

3. Resources and Material Needed
Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher
- Greets the students.
- Revises Lesson 1 vocabulary.
- Asks:
  - What is design thinking?
  - Why do designers work in teams?
  - What is the first step in solving a problem?

Students
- Answer the questions.
- Share their ideas.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
innovation	ابتكار	Innovation changes our lives.
teamwork	العمل الجماعي	Teamwork helps us solve problems.
idea	فكرة	She has a great idea.
challenge	تحدي	This challenge needs creativity.
improve	يحسن	We need to improve our design.
create	يبتكر	They create new solutions.
successful	ناجح	The project was successful.
experiment	تجربة	We did an experiment.
test	يختبر	We test the product.
result	نتيجة	The result was excellent.

2. New Structure

Sequence Adverbs

Examples
- **First,** identify the problem.
- **Then,** think of different ideas.
- **Next,** work together to create a solution.
- **After that,** test the solution.
- **Finally,** improve the final design.

C) Practice

1. Controlled Practice

Teacher
- Explains the reading text.
- Introduces the new vocabulary.
- Reviews sequence adverbs.
- Solves the reading and language exercises.

Students
- Read the lesson.
- Match words with meanings.
- Answer comprehension questions.
- Complete vocabulary activities.
- Complete the Student's Book exercises.

---

2. Free Practice

Teacher
- Divides students into groups.

Students

Discuss:
- Why is teamwork important?
- How can creativity solve everyday problems?
- What makes a successful design?

Each group explains the design process using:
- **First**
- **Then**
- **Next**
- **After that**
- **Finally**

D) Feedback and Consolidation

Ask students:
- What is innovation?
- Mention four new vocabulary words.
- Give one sentence using *First*.
- Why is teamwork important?
- How can we improve a design?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise the sequence adverbs.
- Write the steps of designing a useful product using *First, Then, Next, After that, Finally.*
- Read pages 76–78.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Dream It, Build It	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Lesson 3 – Dream It, Build It								
Page(s)	79–81								

1. Learning Objectives
By the end of this lesson, students will be able to:

- understand the idea of a design sprint.
- listen for specific information and identify key details.
- use vocabulary related to design thinking correctly.
- use sequence adverbs to describe the stages of a design process.
- discuss how teamwork helps solve real-life problems.

2. Teaching Strategies
Think-Pair-Share – Listening Activities – Cooperative Learning – Discussion – Pair Work

3. Resources and Material Needed
Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to Follow

A) Warm up and Revision
Teacher
- Greets the students.
- Revises Lesson 2 vocabulary.
- Asks:
  - What is a design sprint?
  - Why do people brainstorm ideas?
  - How can teamwork improve a project?

Students
- Answer the questions.
- Share their opinions.
- Predict the lesson topic.

B) Presentation
1. New Vocabulary

Word	Meaning	Example
practical	عملي	This is a practical idea.
sprint	مرحلة عمل مكثفة	We worked on a design sprint.
ideation	توليد الأفكار	Ideation helps create solutions.
brainstorm	عصف ذهني	We brainstormed many ideas.
solution	حل	We found a good solution.
prototype	نموذج أولي	We built a simple prototype.
test	يختبر	We test our design with users.
user	مستخدم	The users liked our idea.
creative	مبدع	It's a creative solution.
challenge	تحدٍ	This was a big challenge.

2. New Structure
Sequence Adverbs

Examples
- **First,** identify the problem.
- **Then,** brainstorm different ideas.
- **Next,** choose the best solution.
- **After that,** build a prototype.
- **Finally,** test it with users.

C) Practice
1. Controlled Practice
Teacher
- Plays the listening activity.
- Explains the new vocabulary.
- Reviews sequence adverbs.
- Solves the listening and language exercises.

Students
- Listen carefully.
- Match the vocabulary with its meanings.
- Answer comprehension questions.
- Complete vocabulary activities.
- Complete the Student's Book exercises.

---

2. Free Practice
Teacher
- Divides students into groups.

Students
Discuss:
- Why is brainstorming important?
- What makes a good prototype?
- How can testing improve a design?

Each group explains a design process using:
- **First**
- **Then**
- **Next**
- **After that**
- **Finally**

D) Feedback and Consolidation
Ask students:
- What is a design sprint?
- Mention four new vocabulary words.
- Give one sentence using *First*.
- Why is brainstorming important?
- How does testing improve a product?

Summarize the lesson and correct students' mistakes.

E) Home Assignment
- Learn the new vocabulary.
- Revise the sequence adverbs.
- Write the steps of a design sprint using ***First, Then, Next, After that, Finally.***
- Read pages 79–81.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Let's Talk	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Lesson 4 – Let's Talk								
Page(s)	82–85								

1. Learning Objectives
By the end of this lesson, students will be able to:

- participate in conversations about design thinking and teamwork.
- ask for and give opinions politely.
- use sequence adverbs correctly while describing a process.
- discuss how creativity and teamwork help solve problems.
- speak confidently using the target vocabulary.

2. Teaching Strategies
Think–Pair–Share – Role Play – Pair Work – Cooperative Learning – Discussion

3. Resources and Material Needed
Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher
- Greets the students.
- Revises Lesson 3 vocabulary.
- Asks:
  - What is the first step in design thinking?
  - Why is teamwork important?
  - How do designers test their ideas?

Students
- Answer the questions.
- Share their ideas.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
discussion	مناقشة	We had a good discussion about our project.
opinion	رأي	In my opinion, teamwork is important.
teamwork	العمل الجماعي	Teamwork helps us succeed.
creativity	الإبداع	Creativity solves many problems.
design	تصميم	They designed a smart bag.
prototype	نموذج أولي	We built a prototype to test our idea.
solution	حل	We found a simple solution.
challenge	تحدٍ	This was a big challenge for our team.
successful	ناجح	Their project was very successful.
communicate	يتواصل	Good teams communicate clearly.

2. New Structure
Giving Opinions & Sequence Adverbs

Giving Opinions
- In my opinion, ...
- I think, ...

Sequence Adverbs
- **First,** understand the problem.
- **Then,** suggest different ideas.
- **Next,** build a prototype.
- **Finally,** test the solution.

C) Practice

1. Controlled Practice

Teacher
- Reads the dialogue aloud.
- Explains the new vocabulary.
- Reviews expressions for giving opinions.
- Reviews sequence adverbs.
- Solves the speaking activities.

Students
- Read the dialogue in pairs.
- Answer comprehension questions.
- Complete vocabulary exercices.
- Complete the speaking activities in the Student's Book.

---

2. Free Practice

Teacher
- Divides students into pairs.

Students
Role-play a conversation about design thinking.

Discuss:
- Why is teamwork important?
- How can creativity solve problems?
- What makes a successful design?

Each pair presents its dialogue before the class using:
- **In my opinion...**
- **I think...**
- **First...**
- **Then...**
- **Finally...**

D) Feedback and Consolidation

Ask students:
- What is teamwork?
- Mention four new vocabulary words.
- Give one sentence using ***In my opinion.***
- Give one sentence using ***First.***
- Why is communication important in teamwork?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise the expressions for giving opinions.
- Write a dialogue (6–8 lines) about solving a problem through teamwork.
- Read pages 82–85.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Writing Workshop	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Lesson 5 – Writing Workshop								
Page(s)	86–87								

1. Learning Objectives

By the end of this lesson, students will be able to:

- write a well-organized paragraph about design thinking.
- organize ideas in a logical sequence.
- use Unit 5 vocabulary correctly.
- use sequence adverbs accurately in writing.
- express ideas clearly using suitable linking words.

2. Teaching Strategies

Brainstorming – Guided Writing – Think–Pair–Share – Cooperative Learning – Discussion

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Writing Worksheet

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Unit 5 vocabulary and grammar.
- Asks:
  - What is design thinking?
  - Why is teamwork important?
  - How do designers solve problems?

Students

- Answer the questions.
- Share their opinions.
- Predict the writing topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
design	تصميم	Good design solves problems.
designer	مصمم	The designer created a new bag.
creativity	الإبداع	Creativity helps us find better solutions.
prototype	نموذج أولي	We test a prototype before using it.
solution	حل	We found a practical solution.
innovation	ابتكار	Innovation changes our lives.
challenge	تحدٍ	Every challenge has a solution.
teamwork	العمل الجماعي	Teamwork makes projects successful.
improve	يحسن	We improve our design.
paragraph	فقرة	A paragraph has sentences about one idea.

2. New Structure – Writing a Process Paragraph

Useful Expressions

- **First, ...**
- **Then, ...**
- **Next, ...**
- **After that, ...**
- **Finally, ...**
- **In my opinion, ... / I think ...**

C) Practice

1. Controlled Practice

Teacher

- Explains the writing model.
- Reviews paragraph organization.
- Explains how to use sequence adverbs.
- Guides students through the writing activity.

Students

- Complete the planning activity.
- Arrange ideas logically.
- Write guided sentences.
- Exchange notebooks and check each other's work.

---

2. Free Practice

Students

Write a paragraph (80–100 words) about:

"How Design Thinking Solves Problems"

The paragraph should include:

- The problem.
- The design process.
- Teamwork.
- Sequence adverbs.
- A suitable conclusion.

Students read their paragraphs to the class.

D) Feedback and Consolidation

Ask students:

- What is the topic sentence?
- Mention two sequence adverbs.
- Give one sentence using *First*.
- Why is teamwork important?
- How can we improve our writing?

Summarize the lesson and provide feedback on grammar, spelling, and organization.

E) Home Assignment

- Rewrite your paragraph after correction.
- Learn Unit 5 vocabulary.
- Revise the sequence adverbs.
- Prepare for the Unit 5 assessment.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Unit 5 Revision & Assessment	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 5 – Design Thinking								
Lesson	Session 6 – Revision & Assessment								
Page(s)	Unit 5 Review								

1. Learning Objectives

By the end of this session, students will be able to:

- revise the vocabulary of Unit 5.
- review the grammar points of Unit 5.
- improve their reading, listening, speaking, and writing skills.
- answer revision and assessment questions confidently.
- identify and correct their mistakes.

2. Teaching Strategies

Revision – Think–Pair–Share – Cooperative Learning – Questioning – Assessment

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Revision Worksheets

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Reviews the main ideas of Unit 5.
- Revises vocabulary and grammar.
- Asks students to summarize the design thinking process.

Students

- Answer the questions.
- Recall Unit 5 vocabulary.
- Participate in a short discussion about design thinking.

B) Presentation

1. Vocabulary Revision

Revise the following words:

design	designer	creativity	prototype
solution	innovation	challenge	teamwork
improve	brainstorm	experiment	user

Students use each word in a meaningful sentence.

2. Grammar Revision

Review:

- **Sequence Adverbs**

First	Then	Next	After that	Finally

- **Giving Opinions**
- **Writing a Process Paragraph**

Examples

- **First,** identify the problem.
- **Then,** think of different ideas.
- **Next,** build a prototype.
- **After that,** test the design.
- **Finally,** improve the product.
- **In my opinion,** teamwork is important.

C) Practice

1. Controlled Practice

Teacher

- Revises Unit 5 vocabulary.
- Reviews grammar rules.
- Solves revision exercises.
- Corrects common mistakes.

Students

- Answer vocabulary questions.
- Complete grammar exercises.
- Read short passages.
- Answer comprehension questions.
- Complete workbook activities.

---

2. Free Practice

Teacher

- Divides students into groups.

Students

Activities:

- Vocabulary competition.
- Grammar quiz.
- Group discussion about Design Thinking.
- Write a short paragraph explaining How Design Thinking Solves Problems using Unit 5 vocabulary and sequence adverbs.

Each group presents its work before the class.

D) Feedback and Consolidation

Ask students:

- What is design thinking?
- Mention five vocabulary words from Unit 5.
- Give one sentence using *First*.
- Why is teamwork important?
- What have you learned from Unit 5?

Summarize the unit and provide individual feedback.

E) Home Assignment

- Revise the whole Unit 5.
- Correct today's mistakes.
- Prepare for the Unit 5 Test.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	The Power of Stories	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 6 – Why Do We Like Stories?								
Lesson	Lesson 1 – The Power of Stories								
Page(s)	85–87								

1. Learning Objectives

By the end of this lesson, students will be able to:

- understand why stories are important in our lives.
- identify the main idea and supporting details in a reading text.
- use new vocabulary related to stories and literature.
- identify the elements of a story.
- express opinions about stories and their messages.

2. Teaching Strategies

Think–Pair–Share – Guided Reading – Cooperative Learning – Discussion – Brainstorming

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Flashcards

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Unit 5 vocabulary.
- Asks:
  - What is your favourite story?
  - Why do people enjoy stories?
  - What can we learn from stories?

Students

- Answer the questions.
- Share their opinions.
- Predict the lesson topic.

B) Presentation

1. New Vocabulary

Word	Meaning	Example
story	قصة	Stories can be fun and useful.
character	شخصية	The main character is kind.
conflict	صراع	There is a problem in every story.
point of view	وجهة نظر	The story is told from different points of view.
moral	مغزى	The moral teaches us a good lesson.
aware	مدرك	Stories make us aware of different cultures.
respond	يستجيب	We respond to stories in different ways.
various	متنوع	There are various types of stories.
critically	بطريقة ناقدة	Good readers think critically.
empathy	التعاطف	Stories help us have empathy with others.

2. New Structure – Story Elements

Students learn to identify:

- **Setting**
- **Characters**
- **Problem (Conflict)**
- **Events**
- **Solution**
- **Moral of the story**

Examples

- The story begins in a small village.
- The main character solves the problem.
- The story teaches an important lesson.

C) Practice

1. Controlled Practice

Teacher

- Reads the passage with the students.
- Explains the new vocabulary.
- Identifies the story elements.
- Solves the reading exercises.

Students

- Read the passage.
- Match vocabulary with meanings.
- Answer comprehension questions.
- Identify the setting, characters, conflict and moral.
- Complete the Student's Book activities.

2. Free Practice

Teacher

Divides students into small groups.

Students

Discuss:

- Why do people tell stories?
- What makes a story interesting?
- What lesson did you learn from your favourite story?

Each group presents a short summary of a favourite story and explains its moral.

D) Feedback and Consolidation

Ask students:

- Who are the main characters?
- What is the conflict?
- What is the moral of the story?
- Mention four new vocabulary words.
- Why are stories important?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write 6–8 sentences about your favourite story and the lesson you learned from it.
- Prepare for Lesson 2.

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Suggested Lesson Plan
[English] Prep and Secondary Stages

Title	Stories Around Us	Day	.....	Date	.....	Class	3rd Prep	Period	.....
Unit	Unit 6 – Why Do We Like Stories?								
Lesson	Lesson 2 – Stories Around Us								
Page(s)	88–90								

1. Learning Objectives

By the end of this lesson, students will be able to:

- listen for specific information in a story.
- identify the characters, setting and conflict.
- use new vocabulary related to stories.
- use Reported Speech correctly in simple situations.
- express ideas and opinions about stories confidently.

2. Teaching Strategies

Think–Pair–Share – Listening Activities – Cooperative Learning – Pair Work – Discussion

3. Resources and Material Needed

Student's Book – Teacher's Guide – Whiteboard – Markers – Audio Recording

4. Steps to Follow

A) Warm up and Revision

Teacher

- Greets the students.
- Revises Lesson 1 vocabulary.
- Asks:
  - Why do people enjoy stories?
  - What makes a story interesting?
  - Who is your favourite story character?

Students

- Answer the questions.
- Share their ideas.
- Predict the lesson topic.

B) Presentation

1. **New Vocabulary**

Word	Meaning	Example
plot	الحبكة	The plot of the story was exciting.
narrator	الراوي	The narrator tells the story.
dialogue	الحوار	The dialogue shows the characters' feelings.
hero	البطل	The hero saved the village.
villain	الشرير	The villain was very clever.
adventure	مغامرة	They went on an amazing adventure.
imagination	الخيال	Stories use our imagination.
lesson	العبرة	Every story has a lesson.
event	حدث	An important event changed everything.
audience	الجمهور	The audience enjoyed the show.

2. **New Structure – Reported Speech (Introduction)**

- Sara said, "I like stories."
  → Sara said **that** she liked stories.
- Omar said, "The hero is brave."
  → Omar said **that** the hero was brave.

C) Practice

1. **Controlled Practice**

Teacher

- Plays the listening activity.
- Explains the new vocabulary.
- Introduces Reported Speech.
- Solves the listening exercises.

Students

- Listen carefully.
- Match words with their meanings.
- Answer comprehension questions.
- Identify the characters and events.
- Complete the Student's Book activities.

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2. **Free Practice**

Teacher

- Divides students into pairs.

Students

Discuss:

- What is your favourite story?
- Who is your favourite character?
- What lesson did you learn from the story?

Each pair tells a short story and reports what one character said using Reported Speech.

D) Feedback and Consolidation

Ask students:

- Who is the narrator?
- What is the main event?
- Mention four new vocabulary words.
- Change one direct sentence into reported speech.
- Why do stories teach us important lessons?

Summarize the lesson and correct students' mistakes.

E) Home Assignment

- Learn the new vocabulary.
- Revise Reported Speech.
- Write 8 sentences summarizing your favourite story.
- Prepare for Lesson 3.

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Suggested Lesson plan

[English] Prep and Secondary Stages

Title	Story Time	Day	Date	Class	Period
Unit	Unit 6 – Why Do We Like Stories?				
Lesson	Lesson 3				
Page(s)	Pages 91–93				

1. Learning Objectives: By the end of this lesson, students will be able to ..

- understand a reading text about a short story. .....
- use new vocabulary correctly in sentences. .....
- use the Past Simple correctly to talk about past events. .....
- answer comprehension questions. .....
- express ideas about stories. .....

2. Teaching Strategies: [As suitable to the current lesson]

Direct Method | Think–Pair–Share | Discussion | Reading Strategy | Individual Work

3. Resources and material needed:

Student's Book – Whiteboard – Marker – Flashcards (new words) – Worksheet – Dictionary

4. Steps to follow

A) Warm up and revision		• Greet the students. • Ask: What types of stories do you like? • Revise the vocabulary and the Past Simple.
B) Presentation	**1. New vocabulary:** [target words with examples]	• **exciting** (adj.): full of excitement. e.g. The movie was exciting. • **hero** (n.): a person who does brave things. e.g. Ali is my hero. • **event** (n.): something that happens. e.g. The party was a happy event. • **village** (n.): a small place in the country. e.g. He lives in a small village. • **adventure** (n.): an exciting experience. e.g. We had a great adventure.
	2. New structure: [target structure in examples]	**Past Simple** Form: (I / You / He / She / It / We / They) + V_2 Examples: • I **visited** my grandparents yesterday. • She **read** a story last night. • They **went** to the library.
C) Practice	**1. Controlled practice:** [What the teacher and the students do] refer to exercises and skills targeted]	• Read the text and answer the questions. • Choose the correct answer. • Match words with their meanings. • Complete the sentences with the correct form of the verbs.
	2. Free practice: [What the teacher and the students do] refer to exercises in SB and other activities]	• Work in pairs and talk about your favorite story. • Students ask and answer about a story they read. • Write three sentences about a story you read.
D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]		• Ask some students to read their sentences. • Quick questions: What is the main idea of the text? • What happened first / next / then? • Praise the students and summarise the lesson.

E) Home Assignment .....

.....

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Suggested Lesson plan

[English] Prep and Secondary Stages

Title	Story Writing	Day	Date	Class	Period
Unit	Unit 6 – Why Do We Like Stories?				
Lesson	Lesson 4				
Page(s)	Pages 96–97				

1. Learning Objectives: By the end of this lesson, students will be able to ..

- identify the stages of story writing.
- use sequencing words correctly.
- write a short story with a clear beginning, middle and ending.
- use appropriate vocabulary and correct grammar in writing.
- express ideas creatively.

2. Teaching Strategies: [As suitable to the current lesson]

Discussion | Brainstorming | Think–Pair–Share | Guided Writing | Individual Work

3. Resources and Material Needed:

Student's Book – Whiteboard – Marker – Worksheet – Pictures – Dictionary

4. Steps to Follow

A) Warm up and Revision

- Greet the students.
- Revise the previous lesson.
- Ask:
  - What makes a good story?
  - What stories do you enjoy reading?
- Review sequencing words.

B) Presentation

1. New Vocabulary:

- hero
- adventure
- forest
- surprise
- problem
- solution
- ending

Examples are taken from the lesson context.

2. New Structure:

Story Writing

Beginning → Introduce the characters and setting.
Middle → Describe the problem and events.
Ending → Explain the solution and finish the story.

Useful expressions:

- Once upon a time...
- One day...
- Suddenly...
- Finally...
- In the end...

C) Practice

1. Controlled Practice:
[What the teacher and the students do] refer to exercises and skills targeted

- Read the model story.
- Identify the beginning, middle and ending.
- Answer comprehension questions.
- Arrange events in the correct order.
- Complete sentences with suitable linking words.

2. Free Practice:
[What the teacher and the students do] refer to exercises in SB and other activities

- Write their own short story (about 110 words).
- Use the writing prompts from the Student's Book.
- Exchange stories with classmates.
- Read and discuss each other's work.

D) Feedback and Consolidation
[Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- Ask students to read parts of their stories.
- Check organization, vocabulary and grammar.
- Give feedback on creativity and language.
- Summarize the lesson.

E) Home Assignment

Write a short story (about 110 words) using:
Once upon a time... – One day... – Suddenly... – Finally...
Bring it to class next time.

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Suggested Lesson plan

[English] Prep and Secondary Stages

Title	Story Writing Assessment	Day	Date	Class	Period
Unit	Unit 6 – Why Do We Like Stories?				
Lesson	Lesson 5				
Page(s)	Pages 98–99				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a complete short story.
- organize ideas into beginning, middle and ending.
- use sequencing words correctly.
- use suitable vocabulary and grammar.
- revise and improve their writing.

2. Teaching Strategies: [As suitable to the current lesson]

Brainstorming | Guided Writing | Think–Pair–Share | Peer Assessment | Individual Work

3. Resources and Material Needed:

Student's Book – Whiteboard – Marker – Worksheet – Writing Checklist – Dictionary

4. Steps to Follow

A) Warm up and Revision	• Greet the students. • Revise story elements. • Review sequencing words: – Once upon a time... / One day... / Suddenly... / Finally... • Ask students to recall the stages of story writing.		
B) Presentation	**1. New Vocabulary:**	• character • setting • problem • solution • adventure • ending • lesson	Examples are taken from the lesson context.
	2. New Structure:	**Story Writing Checklist** • Beginning • Middle • Ending • Sequencing words • Correct grammar • Correct punctuation • Clear ending	**Useful expressions:** • Once upon a time... • One day... • Suddenly... • After that... • Finally...
C) Practice	**1. Controlled Practice:** [What the teacher and the students do] refer to exercises and skills targeted	• Read the writing task. • Identify the story plan. • Arrange ideas before writing. • Complete a guided story outline. • Review useful expressions.	
	2. Free Practice: [What the teacher and the students do] refer to exercises in SB and other activities]	• Write a short story (about 110 words). • Use the writing guide in the Student's Book. • Exchange notebooks with a partner. • Check each other's work using the writing checklist. • Rewrite the final draft.	
D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]	• Ask volunteers to read their stories. • Discuss strengths and areas for improvement. • Correct common grammar and spelling mistakes. • Summarize the lesson and reinforce good story-writing techniques.		
E) Home Assignment	Write a new short story (about 110 words) using: **Once upon a time... – One day... – Suddenly... – Finally...** Bring it to class next time.		

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Suggested Lesson plan

[English] Prep and Secondary Stages

Title	Revision & Assessment	Day	Date	Class	Period
Unit	Unit 6 – Why Do We Like Stories?				
Lesson	Session 6				
Page(s)	100				

1. Learning Objectives: By the end of this lesson, students will be able to:

- revise the vocabulary of Unit 6.
- review the grammar of the unit.
- improve reading and writing skills.
- answer different types of exam questions.
- evaluate their learning and identify areas for improvement.

2. Teaching Strategies: [As suitable to the current lesson]

Discussion | Brainstorming | Question & Answer | Cooperative Learning | Individual Work

3. Resources and material needed:

Student's Book – Whiteboard – Marker – Worksheets – Unit Review Exercises – Dictionary

4. Steps to Follow

A) Warm up and Revision	• Greet the students. • Review the main ideas of Unit 6. • Ask quick questions about the stories studied. • Revise the key vocabulary and grammar.		
B) Presentation	**1. Revision Vocabulary:**	• character • solution • hero • setting • ending • event • adventure • sequence • problem • lesson	Examples are taken from the unit.
	2. Revision Structure:	• Reported Speech • Story Writing • Sequencing Words – First – Then – Suddenly	– After that – Finally
C) Practice	**1. Controlled Practice:** [What the teacher and the students do] refer to exercises and skills targeted	• Answer the revision exercises. • Choose the correct answer. • Complete sentences. • Correct mistakes. • Answer comprehension questions. • Revise vocabulary and grammar.	
	2. Free Practice: [What the teacher and the students do] refer to exercises in SB and other activities]	• Write a short summary of a story. • Discuss your favourite story. • Present your ideas to the class. • Complete a short self-assessment activity.	
D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]	• Check students' answers. • Discuss common mistakes. • Give corrective feedback. • Summarize the whole unit. • Encourage students to prepare for the unit test.		
E) Home Assignment	• Revise the whole unit. • Complete any unfinished exercises. • Prepare for the Unit Test.		

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